Academic Program Review

ACADEMIC YEAR	2013-2014	☐ Basic Skills ☐ Transfer **X** Career Technical Education (CTE)
PROGRAM	Computer Information Services/Multimedia and Web Development	
DEPARTMENT	Business	
DIVISION	EWD	
SUBMITTER	Craig Blek	

I. INSTITUTIONAL GOALS

INSTITUTIONAL GOAL **1**	**INSTITUTIONAL MISSION AND EFFECTIVENESS** – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.
INSTITUTIONAL GOAL **2**	**STUDENT LEARNING PROGRAMS AND SERVICES** – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.
INSTITUTIONAL GOAL **3**	**RESOURCES** – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.
INSTITUTIONAL GOAL **4**	**LEADERSHIP AND GOVERNANCE** – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

II. PROGRAM GOALS

A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

PAST PROGRAM GOALS (Describe past program goals.)	INSTITUTIONAL GOAL(S) (Check all that apply.)

1	PAST PROGRAM GOAL #1	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: Increased secretarial support (from a 50% assignment to 100%)	☐ 1 ☐ 2 **X** 3 ☐ 4
	☐ Met ☐ Partially Met **X** Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** Budget constraints have not allowed the college to add additional support staff.	

2	FUTURE PROGRAM GOAL #2 Budget Priority #2	INSTITUTIONAL GOAL(S)
Identify Goal: Upgrade Photoshop in the 2724 lab		☐ 1 **X** 2 **X** 3 ☐ 4
Objective: We are using two different versions of Photoshop		
Task(s): Purchase Photoshop 6 and annual maintenance agreement		
Timeline: Fall 13		

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
X One-Time ☐ Recurring	☐ Categorical Specify:	**X** General Fund	☐ Facilities ☐ Marketing **X** Technology ☐ Professional Development ☐ Staffing	$8500

Evidently tight budgets prevented this purchase from happening.

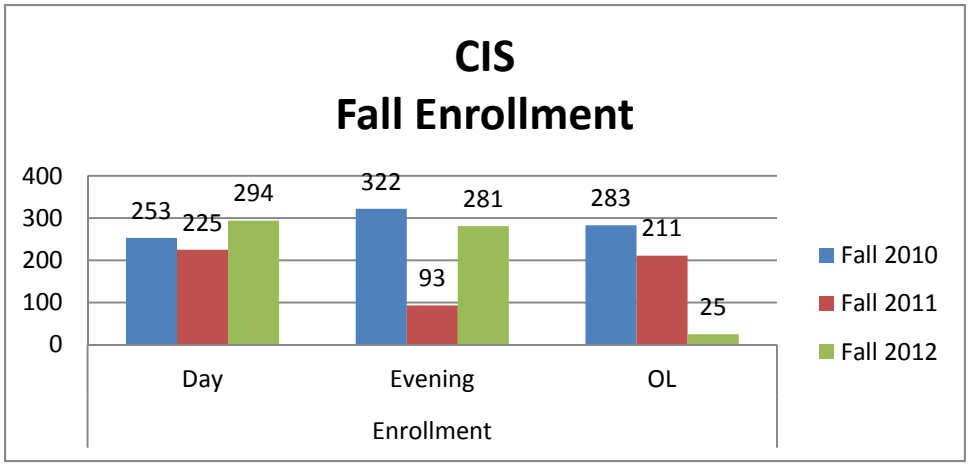
B. PRESENT – DATA ANALYSIS AND PROGRAM HEALTH

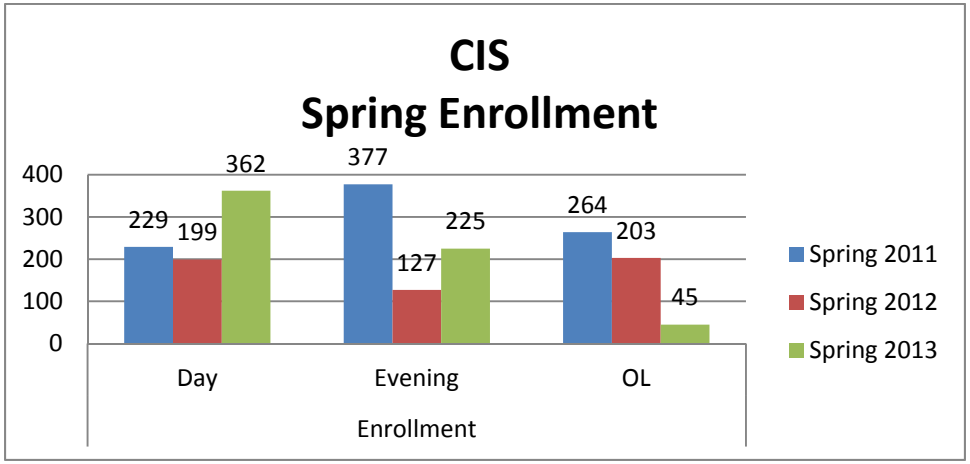
1. Summarize and analyze all disaggregated data by day, evening, gender, ethnicity, and distance education regarding enrollments, fill rates, productivity, completion, success, retention, persistence, and transfer (complete a, b, & c). ***Attach graphs or trend data***.

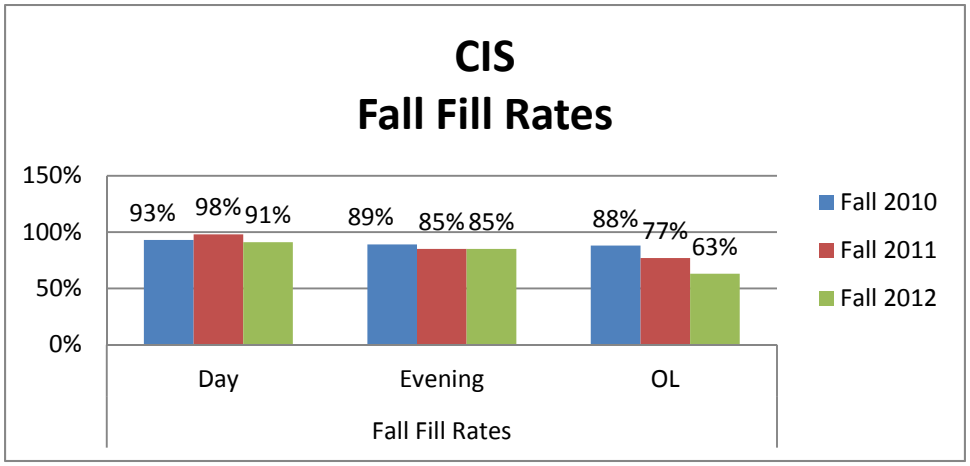
   a. Discuss and chart the trends in enrollment and fill rate for each program by day and evening at the program level.

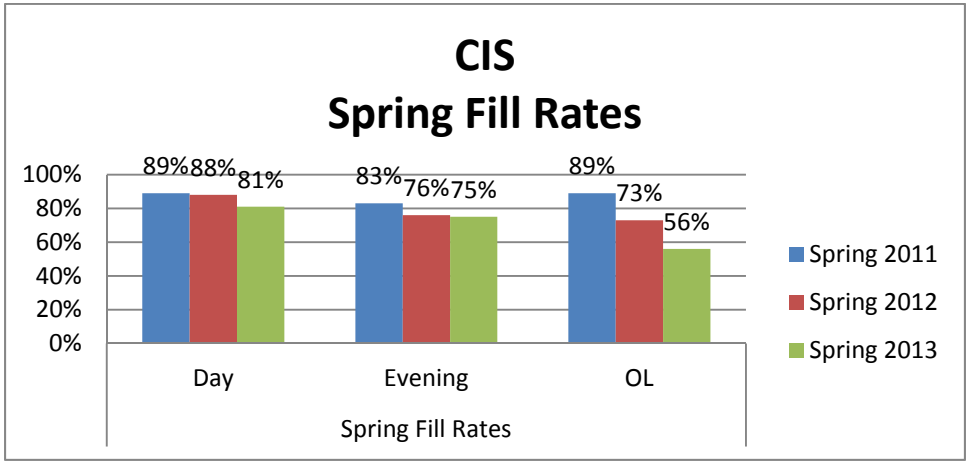
CIS/Multimedia

Term	Enroll	Fill Rate	Sections	Mass Cap	Avg. Cap	Avg. Size	FTES	FTEF	WSCH	(WSCH/FTEF)	(FTES/FTEF)	Success	Retention	Day	Night	OL
Fall 2010	518	90%	19	576	30.32	27.26	48.59	3.41	1567.9	456.19	14.25	57.72%	84.56%	13	6	4
Spring 2011	493	87%	19	565	29.74	25.95	39.67	3.54	1581.1	434.73	11.21	60.04%	84.38%	10	9	4
Fall 2011	412	85%	15	482	32.13	27.47	43.3	2.87	1320.2	461.91	15.09	62.38%	86.41%	12	3	5
Spring 2012	377	81%	15	467	31.13	25.13	41.79	3	1258.8	422.54	13.93	63.13%	88.59%	12	3	4
Fall 2012	410	87%	17	471	27.71	24.12	40.19	3.14	1301.8	405.11	12.8	64.63%	88.78%	9	8	0
Spring 2013	514	82%	23	625	27.17	22.35	52.84	4.47	1710.2	376.16	11.82	68.09%	88.91%	16	7	0




CIS
Spring Enrollment
400
300
200
100
0
229
199
362
377
127
225
264
203
45
Day
Evening
OL
Enrollment
Spring 2011
Spring 2012
Spring 2013


CIS
Fall Fill Rates
150%
100%
50%
0%
93%
98%
91%
89%
85%
85%
88%
77%
63%
Day
Evening
OL
Fall Fill Rates
Fall 2010
Fall 2011
Fall 2012



b. What are the trends in productivity? (WSCH/FTEF) The goal is 525 as per state guidelines. A low number means that we are below target levels for productivity. For example, in a small class that has a mandated cap of 15 students, the fill rate may be 100% but the productivity number (WSCH/FTEF) will be very low. A class with a cap of 40 students with a 100% fill rate will have a productivity number close to or above 525.

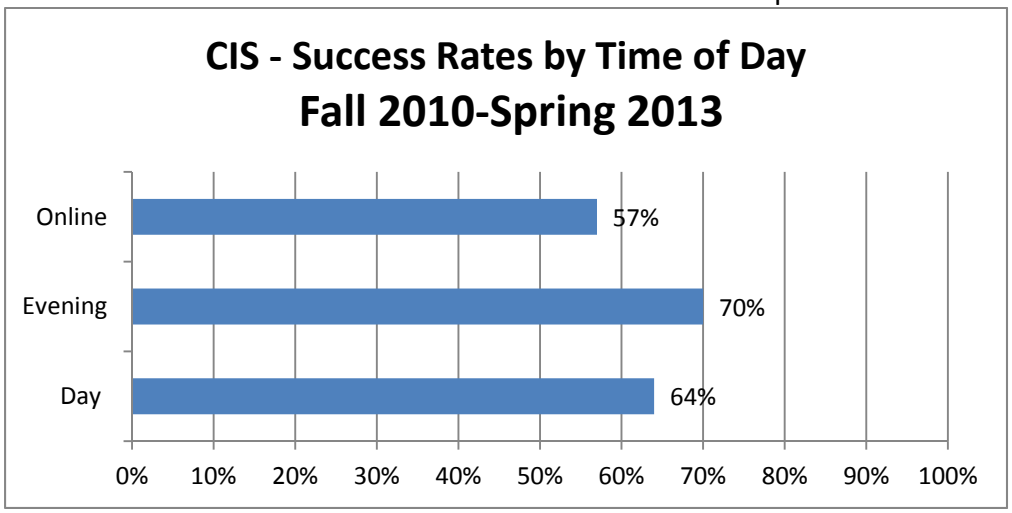
Productivity is in a three semester decline and we need to find a way to reverse this trend. In Spring 2013, the department added one additional full-time faculty. This raised our WSCH significantly, this lower productivity. Class sizes in the computer labs were raised this year and should help to reverse the downward trend. Additionally, the back-end programming classes are difficult and enrollment is low in these courses.

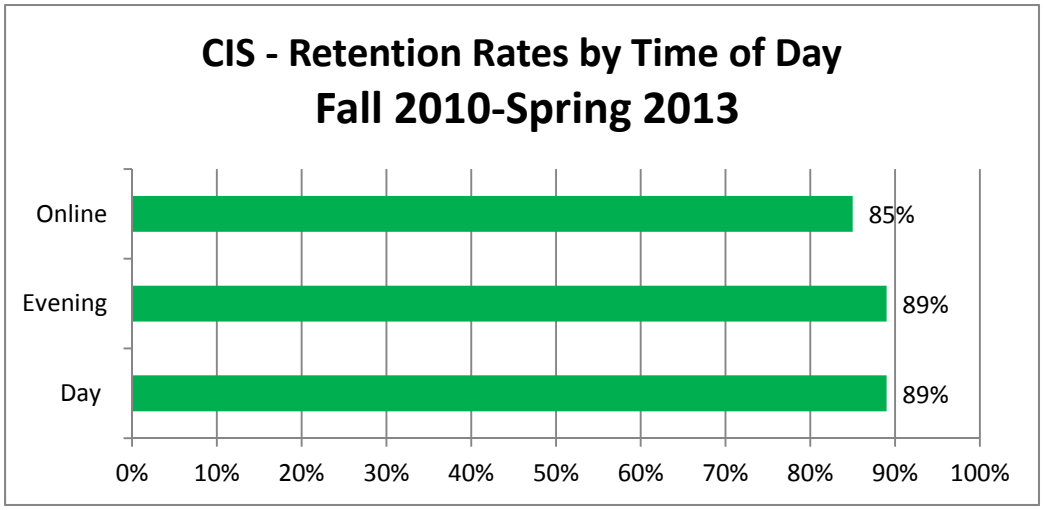
Compared to the state averages for the past year, we match up well. Our retention rates are about 1.5% above the state average of 86% and our retention rates are about 5% below the state average of 69.9%. However, the last two semester show us closing the gap significantly.

c. Discuss and chart the success and retention rates by day, evening (extended day), and online classes in each program and identify gaps.

Retention rates are identical both at day and during evening classes (89%), while online retention is just slightly lower (85%).

Success rates are also very similar; slightly higher in the evening, but not enough to cause concern. Online success rates are the lowest. Instructors attribute this to the often unrealistic expectations of online students.

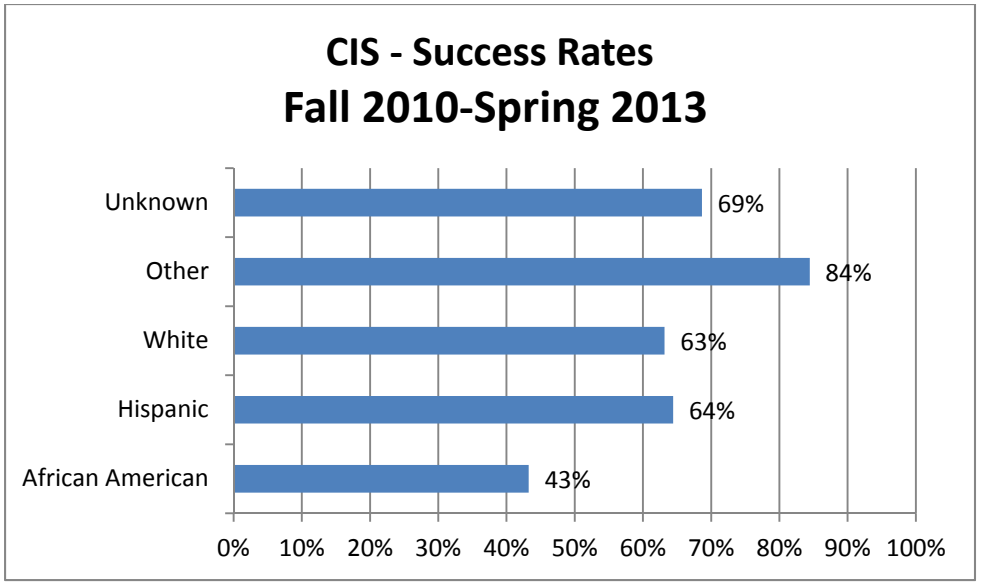


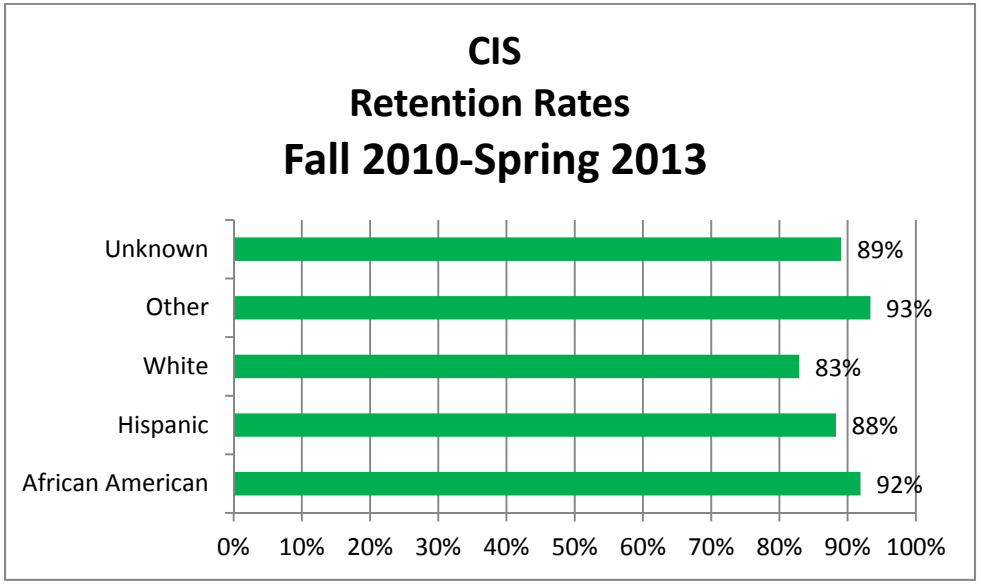


d. Discuss and chart the success and retention rates in each program and identify gaps for five ethnic groups. (African-American,

White, all Hispanics, Other, Unknown).

Retention rates are strong across all races. Whites have higher lower retention rates than other races. Whites and Hispanics have virtually the same success rates. African American have lower success rates, but the sample size is too small to draw any conclusions at this time.





e. Discuss the trends in the number of degrees or certificates awarded, if applicable. (You may be able to expand more about this in B.3 below.)

Over the past three years there have been 29 degrees awarded in CIS (the certificate was eliminated in 2011). There have been 3 degrees and 2 certificates awarded in Multimedia and Web Development.

f. What program changes, if any, will you recommend that you expect would have a positive effect on your students in your program, if applicable?

None at this time.

2. Summarize revisions, additions, deletions, or alternate delivery methods to courses and/or program based on the last program review.

We have put CIS 101 back online. Since success rates have been lower in our online classes this will be something to monitor going forward.

3. Evaluate the program's viability by addressing program completion, size (FTES), projections (growing/stable/declining), and quality of outcomes. For CTE programs, also include labor market projections, placement, and performance on external testing/exams (i.e. ASE, NABCEP) and industry-recognized credentials, placement, and performance on external testing or exams (NCLEX, ASC, NAP).

   The program is stable. Degrees have been consistent for the last three years. With the addition of one full-time faculty FTES are up, but productivity has dropped for three consecutive semesters. This is a clear concern. Fewer classes will be offered going forward in CIS 101 in an attempt to boost productivity. Additionally, increased capacity in our 801 computer lab should help bump those numbers up as well.

Occupation	TOP Code	SOC Code	2008	Average Job Openings per Year
Computer Systems Analysts	0702.00	151121	110	3
Software Developers, Applications	0702.00	151132	70	2
Graphic Designers	0614.30	271024	40	1
			Total	6

C. FUTURE – LIST OF "SMART" (SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.

FUTURE PROGRAM GOALS (Describe future program goals. List in order of budget priority.)	**INSTITUTIONAL GOAL(S)** (Check all that apply.)

1	FUTURE PROGRAM GOAL #1 Budget Priority #2	INSTITUTIONAL GOAL(S)
Identify Goal: We want to further refine our PLO's so that they better work across different courses and even disciplines. Currently, each PLO is assessed in only one course in the program		☐ 1 **X** 2 ☐ 3 ☐ 4
Objective: Simplify PLO's to allow us to assess each PLO in multiple courses at the same time.		
Task(s): (1) Review other institutions Business PLO's (2) Rewrite PLO's		
Timeline: Fall 14		

EXPENSE TYPE	**FUNDING TYPE**		**RESOURCE PLAN** (Check all that apply.)	**BUDGET REQUEST**
☐ One-Time ☐ Recurring	☐ Categorical Specify:	☐ General Fund	☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☐ Staffing	$0

2	FUTURE PROGRAM GOAL #2 Budget Priority #3	INSTITUTIONAL GOAL(S)
Identify Goal: Over the next year, we want to take a closer look at the Multimedia and Web Development program. Changes may be necessary to keep up with industry practices. At the Advisory meeting on Feb. 21, 2014 most members felt the program was on track but might require a tweak or two.		☐ 1 **X** 2 ☐ 3 ☐ 4
Objective: Keep our Web Development program current.		
Task(s): Examine other institutions and industry practices. Meet with Advisory committee for further guidance.		
Timeline: Spring 15		

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
X One-Time ☐ Recurring	☐ Categorical Specify:	☐ General Fund	☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☐ Staffing	$0

3	FUTURE PROGRAM GOAL #3 Budget Priority #1	INSTITUTIONAL GOAL(S)
Identify Goal: Upgrade Photoshop in the 2724 lab		☐ 1 X 2 X 3 ☐ 4
Objective: We are using two different versions of Photoshop		
Task(s): Purchase Photoshop 6 and annual maintenance agreement for 2724 lab		
Timeline: Fall 14		

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
X One-Time ☐ Recurring	☐ Categorical Specify:	X General Fund	☐ Facilities ☐ Marketing X Technology ☐ Professional Development ☐ Staffing	$8500

1. How will your enhanced budget request improve student success?

The new version of Photoshop is important to the success of the Web Development and Multimedia program. All courses in the program need to be using the same software.

III. INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)

ISLO 1	COMMUNICATION SKILLS
ISLO 2	CRITICAL THINKING SKILLS
ISLO 3	PERSONAL RESPONSIBILITY
ISLO 4	INFORMATION LITERACY
ISLO 5	GLOBAL AWARENESS

IV. PROGRAM LEARNING OUTCOMES (PLOs)

PROGRAM LEARNING OUTCOMES (Describe learning outcomes.)	**ISLO(S)** [Link PLO to appropriate ISLO(s).]

PLO 1	**PROGRAM LEARNING OUTCOME #1**	**ISLO(S)**
	Identify Program Outcome: Create computer programs using a program language that incorporates good design principles and meets specifications.	**X** ISLO 1 **X** ISLO 2 **X** ISLO 3 ☐ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary: The programming assignment was administered in Spring 2013 and was graded using a rubric. Two courses were used for evaluation purposes CIS 202 and CIS 210. Similar assignments were used, but with different programing languages. In CIS 202, 95 % scored at the 70% level or better, while in CIS 210 76% scored 70% or better.	
	X Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

PLO 2	PROGRAM LEARNING OUTCOME #2	ISLO(S)
	Identify Program Outcome: Produce and present ideas visually and apply principles of development in multimedia.	X ISLO 1 ☐ ISLO 2 X ISLO 3 X ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary: In total, 93 students completed the Final Project in Photoshop. These students comprised 4 different majors and the remainder of which were undecided. 17 students majored in Multimedia and Web Development. Of the 17 students who majored in Multimedia and Web Development, 81% completed the Final Project with a grade of 70% or more. For those who majored in the program, the average score was 87%. The relatively small sample size of Business Management majors in the Spring 2013 round of PLO assessment makes drawing any significant conclusions difficult and probably inappropriate. Spring 2013 is the first semester that the Business Department has evaluated PLO's and this PLO is the first to be evaluated on a program scale. The simple progression of time as more evaluations are done in future semesters should help alleviate this problem and lead to additional, and more meaningful, comparison and analysis.	
	X Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** The multimedia and web development program relies heavily on allotting sufficient time for students to engage in the Final Project during lab hours. During lab hours students receive guidance and technical direction on their Final Project. Maximizing student efficiency while in lab is something that can be improved on. The plan is to give students more time to work on the Final Project. Once the students learn the skill behind the product, they only need the time and resources to produce a great product.	

PLO 3	PROGRAM LEARNING OUTCOME #3	ISLO(S)
	Identify Program Outcome: Describe the general characteristics of a computer system and identify types of computer hardware and software and explain their functions.	X ISLO 1 X ISLO 2 ☐ ISLO 3 ☐ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary: Will be measured in Spring 14	

	☐ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

Student Learning Outcomes

Course	units	# SLOs Identified	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
CIS 101	3	3	2	3	1	2					
CIS 137	3	4		1		2					
CIS 149	3	3	3	2	1						
CIS 155	3	3	2	1	2	3					
CIS 202	3	3	2		3	1					
CIS 210	3	3	2	3	1	2					
CIS 214	3	3	1		2						
BUS 210	4	4	1,2,3	1	2	rewritten					
WE 201	1	1	1	1	1	1					
WE 220	1	1	1	1	1	1					

Program Learning Outcomes

Program	PLOs Identified	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
CIS	3	2	3	rewritten	1	2				
Mulimedia Web develop	3	1	2	rewritten	1	2				